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ABSTRACT

The purpose of this study was to provide documentation of facts regarding the issues of representation, sexism, and stereotyping of racial ethnic minorities in twenty different reading series. There were 5,242 stories analyzed from 244 different reading texts. Major character representation for racial/ethnic minorities showed 698 stories. The minority male was represented 462 times, or 9 percent of the time, as a major character. The minority female was shown 137 times, or 3 percent of the time. The category of "other," which included stories that could not be assigned to either male or female designations, totaled 99 stories, or 2 percent of the total stories. The frequency of career roles shown for all races was 4,802, with males assigned to 3,847 or 80 percent of the career roles. Anglo males were shown in 70 percent of the career role assignments, or 3,371 times. Minority males, in contrast, were shown in 10 percent of the roles, or 476 roles. The anglo female was represented in career roles in 743 instances, or 15 percent of the time. The minority female was shown in 212 career roles or in 4 percent of the total number of career roles. (Author/WR)

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DANGER:
STATE ADOPTED READING TEXTS MAY BE HAZARDOUS TO OUR FUTURE

(Racism and Sexism Perpetuated in Reading Series)

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Corvallis, OR
July, 1974

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DANGER: STATE ADOPTED READING TEXTS MAY BE HAZARDOUS TO OUR FUTURE

(Racism and Sexism Perpetuated in Reading Series)

Parents and educators should be concerned with what U.S. minority children are learning about themselves as Americans when they participate in the reading lesson. And of equal importance, all parents should be concerned about what children of all races are learning relative to racial and ethnic minorities during the teaching of reading.

These reading series are powerful socialization tools which transmit many messages to our children. Are these messages consistent with the ideals of a truly Democratic society in which all humans have an equal opportunity to aspire and achieve in the widest spectrum of their potentiality? Do current reading series portray a society which provides equal access to employment for every citizen?

The present study was undertaken in order to provide documented facts regarding the issues of representation, sexism, and stereotyping of racial/ethnic minorities in current reading series.

An effort was made to answer three basic questions relative to minorities in the current reading series. 1) To what extent are racial/ethnic minority males and females shown as major characters? 2) To what extent does racial/ethnic minority sex stereotyping exist? 3) To what extent are the quality and number of career roles shown for ethnic minorities equivalent to those shown for Anglos .

DESIGN OF THE STUDY

The procedure for collecting information included the determination of criteria by sex and race for evaluating each series and a formal systematic means of recording the information. Criteria adopted from a previous study[4] determined by race and sex if the stories featured:

1) Boys
2) Girls
3) Adult Males
4) Adult Females
5) Boys and Girls
6) Male Animal
7) Female Animal
8) Folk Fantasy - Male
9) Folk Fantasy - Female
10) Male Biography
11) Female Biography
12) Other: Science, Neuter Animals, Boys & Girls Shown
13) Career Roles Shown - Male Equally
14) Career Roles Shown - Female

These criteria included all races designated in this study and ostensibly focused on sex differences as well.

The racial/ethnic minority groups represented in this study were Blacks, Native Americans, Mexicans, Puerto Ricans, Chinese, Japanese, Filipinos and Others. The race and sex of the major characters were of special interest to this research project as were the career role assignments accorded each group.

The standardized procedure for tabulating the information was followed and each research assistant participating in the analyses of the 20 reading series employed identical procedures and tabulated their findings in a consistent manner. Every series was analyzed

in its entirety by one researcher and exceptions were referred to the research director for consideration and resolution.

READING SERIES ANALYZED

The 20 different reading series which included 244 reading texts, were selected for this study on the basis of availability and common usage in classrooms throughout the immediate Northwest region and the U.S. The following series were analyzed:

1) Allyn and Bacon, Inc.: "Sheldon Basic Reading Series," W. Sheldon. (1968)

2) Allyn and Bacon, Inc.: "Sheldon Reading Series, Pacing Edition," W. Sheldon. (1973)

3) Beckley-Cardy: "Cowboy Sam," Chandler. (1958-64)
4) Beckley-Cardy: "Dan Frontier," Hurley.
5) Beckley-Cardy: "Sailor Jack," Wasserman. (1960)
6) Benefic: "Tom Logan," Chandler. (1966-71)
7) Economy: "Phonetic Keys to Reading," T. Harris. (1967)
8) Economy: "Keys to Reading," T. Harris. (1972-74)
9) Ginn: "Reading 360 Series," T. Clymer. (1969)
10) Holt, Rinehart, and Winston: "Sounds of Language Readers," B. Martin (1966)

11) i/t/a Publication: "Early-to-Read," H. Tanyzer. (1964-66)
12) Lippincott: "Basic Reading," G. McCracken. (1975)
13) Lyons and Carnahan: "The Young America Basic Reading Program," L. Fay. (1972)

14) Macmillan: "The Macmillan Reading Program," A. Harris. (1965)
15) Macmillan: "The Bankstreet Readers," I. Black. (1966)
16) Open Court: "Open Court Basic Readers," A. Trace. (1967)
17) Reader's Digest Services: "Reader's Digest Skill Builders," L. Thomas (1959, 1966, 1968)

18) Science Research Associates: "The SRA Basic Reading Series," D. Rasmussen. (1970)

19) Scott Foresman: "Curriculum Foundation Series," H. Robinson. (1965)

20) Scott Foresman: "Reading Systems," (1971-72) (Level 5 Not Available)

TERMINOLOGY

Certain terms that were of special concern to this research project were defined by the researcher as they were employed throughout this report.

The terms are as follows:

Racism is a term which refers to those attitudes and actions assigning racial and ethnic minority people to an inferior or secondary status in U.S. society. The notion that one's own ethnic stock is superior.

Sexism is a term which refers to those attitudes and actions assigning women to an inferior or secondary status in U.S. society.

Sex Stereotyping refers to the rigid designation of one set of interests, career choices and behaviors to one sex and therefore limits the potential of both.

Ethnic is a term which pertains to a social group within a culture and a social system that is accorded special status on the basis of complex often variable traits including religious, linguistic, ancestral, or physical characteristics.

Racial and Ethnic Minorities are identified in this study on the basis of U.S. Census Bureau data with the author unilaterally assigning the following groups to this category: Blacks, Native Americans, Chicanos, Puerto Ricans, Chinese, Japanese, Filipinos, and Others.

POPULATION

It is necessary that documentation of current census figures regarding the racial/ethnic composition of the U.S. population be expressed in order to determine if fair racial/ethnic minority representation exists in current U.S. reading series.

Racial/ethnic groups selected for this study were based on U.S. Census Bureau categorizations and regional considerations.

The minority groups selected were the Black, Native American, Mexican, Puerto Rican, Chinese, Japanese, Filipinos and the category of Other. This latter category of Other included Aleuts, Asian Indians, Eskimos, Hawaiians, Indonesians, Koreans, Polynesians, and other races not readily identifiable due to the graphic artists illustration or the story content.

According to the 1970 Bureau of the Census figures, the total U.S. population was comprised of approximately 203 million people. There were some 177 million Anglos, and 22 million Blacks or 11% of the population. The total racial/ethnic minority population identified in this study was comprised of approximately 22 million Blacks and 10 million additional minority groups including Native Americans, Mexicans, Puerto Ricans, Chinese, Japanese, Filillipinos, and the category of Others.

It should be noted that the Bureau of the Census usually incorporates persons of Spanish origin in the category of White or Anglo and therefore it is somewhat difficult to determine the distinctive racial/ethnic groupings which comprise our total U.S. population. However, a special publication from the Bureau of the Census clarified to some extent the approximate Spanish minority composition of our current population and revealed that there are about 6.3 million people of Mexican origin or 3% of the total population and 1.5 million people of the Puerto Rican origin (less than 1% of the total population) who are U.S. citizens.

To summarize the U.S. Bureau of the Census population figures then, it should be realized that 32 million people or 16% of our population is comprised of minority persons as identified in this study. The 32 million population figure includes the Spanish minority population of Mexicans, and Puerto Ricans which have routinely been tabulated with the Anglo group.

FINDINGS

The first question as to what extent are racial/ethnic minority males and females shown as major characters is answered in the following paragraphs.

When analyzing stories depicting all races for grades 1-10 it was found that from the 5,242 stories, males were shown as major characters 3,091 times or in 59% of the stories. Females were shown as major characters in 816 instances or in 16% of the total stories. The category of Other was comprised of stories about neuter animals, scientific subject matter, entire racial groups, and about boys and girls shown in equal roles. There were 1,335 or 25% of the stories adjudged to be in the category of Other (see Table 1).

Racial/Ethnic minorities were represented in 698 stories as major characters with the minority male shown 462 times or 9% and the minority female shown 137 times or 3% out of the total number of 5,242 stories. The category of Other minorities included 99 stories or 2% of the total stories. Minorities then were represented in 14% of the stories as major characters or were involved in a

TABLE 3

Major Character Role Assignments
of Racial/Ethnic Minorities in
Children's Stories Representing 20 Reading Series
Grades 1-10

6a

U.S. MINORITY POPULATION	RACIAL/ ETHNIC MINORITY	NUMBER OF STORIES DEPICTING RACIAL/ETHNIC MINORITIES AS MAJOR CHARACTERS BY SEX			TOTAL NUMBER OF STORIES FOR 20 READING SERIES	% OF RACIAL/ETHNIC MINORITIES REPRESENTED IN STORIES ANALYZED
BLACK 1970 22,580,000 11%	BLACK Total No. %	MALE 226 4%	FEMALE 72 1%	OTHER 56 1%	N=354	7%
NATIVE AMERICAN 1970 793,000 -1%	NATIVE AMERICAN Total No. %	MALE 75 1%	FEMALE 21 -1%	OTHER 15 -1%	N=111	2%
MEXICAN 1973 6,300,000* 3% *counted in Anglo population	MEXICAN Total No. %	MALE 46 -1%	FEMALE 11 -1%	OTHER 4 -1%	N=61	1%
PUERTO RICAN 1973 1,500,000 -1% counted in Anglo population	PUERTO RICAN Total No. %	MALE 3 -1%	FEMALE 3 -1%	OTHER 2 -1%	N=8	-1% (Less than 1%)
CHINESE 1970 435,000 -1%	CHINESE Total No. %	MALE 22 -1%	FEMALE 15 -1%	OTHER 7 -1%	N=44	-1%
JAPANESE 1970 591,000 -1%	JAPANESE Total No. %	MALE 17 -1%	FEMALE 9 -1%	OTHER 3 -1%	N=29	-1%
FILIPINO 1970 343,000 -1%	FILIPINO Total No. %	MALE 4 -1%	FEMALE 0 -1%	OTHER 0 -1%	N=4	-1%
OTHER 720,520 -1%	OTHER Total No. %	MALE 69 1%	FEMALE 6 -1%	OTHER 12 -1%	N=87	2%
Total No. U.S. Minority Population 16%	Total No. of Stories % of Racial/ Ethnic Minorities Represented	MALE 462 9%	FEMALE 137 3%	OTHER 99 2%	N=698	14%

** - is used to indicate less than 1%

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significant way in the category of "Other"! Table Number 2 shows the comparison of the Anglo with the minority group representation in 20 different reading series.

The number of stories depicting racial/ethnic minorities as major characters by race and by sex are expressed in Table Number 3.

When studying this table it can be seen that the U.S. Black population which numbers some 22 million people or 11% of the population is shown in 354 stories or 7% of the total number of 5,242 stories. There were 226 stories featuring Black males and 72 stories featuring Black females as major characters. The category of Other showed 56 stories.

The Native American population of 793,000 people is depicted in 111 stories or 2% of the total. There were 75 stories showing Native American males and 21 stories showing Native American females as major characters. The category of Other included 15 stories. The Native American population represents less than 1% of the total U.S. population.

The Mexican population totals some 6.3 million people or about 3% of the total U.S. population. There were 61 stories depicting Mexicans or approximately 1% of the stories. Some 46 stories showed Mexican males as major characters and 11 stories showed Mexican females as major characters. There were 4 stories about Mexicans in the category of Other.

The Puerto Rican population is comprised of 1.5 million people which is less than 1% of the total population. They were

represented in 8 stories. There were 3 stories featuring Puerto Rican males and 3 stories featuring Puerto Rican females as major characters. There were 2 stories about Puerto Ricans shown in the category of Other.

The Chinese Americans total some 435,000 in the U.S. population or less than 1% of the stories. Chinese males were shown as major characters 22 times with Chinese females shown in 15 stories as major characters. The category of Other totaled 7 stories.

There are approximately 591,000 Japanese Americans in the U.S. population or less than 1% of the total. There were 27 stories featuring Japanese people with 17 stories showing males as major characters and 9 stories showing females as major characters. There were 3 stories in the category of Other.

Some 343,000 Filipinos are U.S. citizens and comprise less than 1% of our population. There were 4 stories depicting Filipino's as major characters. These 4 stories featured males as major characters with no stories showing females as major characters and no stories in the category of Other.

The racial category of "Other" included Aleuts, Asian Indians, Eskimos, Hawaiians, Indonesians, Koreans, Polynesians, and other races not readily identifiable due to the graphic artists illustration or the story content. There are approximately 720,520 people in this category. There were 87 stories depicting people in the total category of "Other". Male minorities were shown as major characters in 69 stories and female minorities were featured in 6 stories. There were 12 stories included in the category of Other.

CAREER ROLE ASSIGNMENTS

The third question which was to what extent are the quality and number of career roles shown for ethnic minorities equivalent to those shown for Anglos is answered in the subsequent paragraphs.

Career role assignments were tabulated by recording each time a person was mentioned in the dialogue in a specific career role or represented in an illustrative career role assignment. For example, each time a career role was shown, such as bus driver, the career role was categorized by race and sex. The frequency of occurrence, then, represents the number of times people were shown in career roles and whether a male or female was represented. Therefore, each time a bus driver was shown or mentioned in the dialogue this career assignment was tabulated.

Minority persons were shown 688 times in career roles of various types. Male minorities were represented 476 times and minority females 212 times.

The frequency of career roles shown for all races was 4,802 with males assigned to 3,847 or 80% of the career roles. A comparason of Anglo and Minority races in terms of frequency of occurrence of career roles is shown in Table Number 4. Anglo males were shown in 70% of the career role assignments or 3,371 times. Minority males in contrast were shown in 10% or 476 career roles. The Anglo female was represented in career roles 743 instances or 15% of the time. The minority female was shown in 212 career roles or 4% of the total number of career roles. The following tables provide

specific information relative to career assignments for minority males and females as shown in current reading series.

The quality of the career roles as well as the quantity reveals yet another avenue in which the socialization tool entitled the "Basal Reader' forges limitations on human beings.

Male Career Role Assignments

These different career role assignments typify the minority persons role model designators. The 134 minority male career role assignments are listed as follows:

abolitionist
artist
astronaut
athlete
author

baker
barber
baseball player
basket weaver
basketball professional
beggar
benefactor
boatman
boxer
brave (Indian)
bus driver
businessman
butler

camp counselor
captain
cattleman
chef
chemist
chief (Indian)
church deacon
clockmaker
cobbler
conductor
conquistador
construction worker
controller
coolie
cowboy
custodian

delivery man
dentist
doctor
druggist

educator
electrician
emporer
engineer
eskimo driver

explorer

factory worker
farmer
fireman
fisherman
flute player
football pro
forester
frontiersman

gardener
gaucho
goatherder
government man
grocer

headman
helicopter pilot
home owner
hunter

inventor

judge
judo instructor
juggler

king

laborer
laundry worker

maestro
magician
mailman
major
mayor
medicine man
merchant
migrant
miner
minister
mover
musician

native
newspaperman

office worker
orderly

peddler
pilot
plumber
poet
policeman
postal clerk
potter
priest
principal
prisoner
professor

railroad worker
rainmaker
rancher
reporter
restaurant owner
rubber collector
ruler

sailor
salesman
scholar
scientist
scribe
shepherd
shoe repairman
shoeshine man
shopkeeper
silversmith
skindiver
slave
sled driver
soldier
store owner
storyteller
strong man

tailor
taxi driver
teacher
trader
trapper
truck driver

Male Career Role Assignments (Cont.)

valet
vaquero
veterinarian

waiter
water carrier
weaver
wood cutter
writer

zoo keeper

Minority Female Career Role Assignments

These career roles were assigned to minority females and include a total of 31 different types of roles. They are as follows:

bakery shop owner
botanical experimenter

courtiers

dancer

farm worker

goddess
guide

horticulturist

librarian

mother
museum director
musician

nurse
nut seller

pet store owner
poet
princess

rice planter

salesperson
sculptress
seamstress
singer
slave
stewardess
storyteller

teacher
tennis professional
track athlete

U.S. Indian Representative

weaver

zoo keeper

INTERPRETATION OF FINDINGS

Major character representations show the minority person in 14% or 698 stories out of a total of 5,242 stories from 20 different reading series. Since our population is comprised of approximately 16% minority persons as identified in this study this indicates a disparity of some 2%. When one studies the figures showing major characters by sex it was apparent that 9% or 462 of the stories show males in the leading role in contrast to females who were shown in only 3% or 137 of the stories. The minority females were under-represented in reading series. This pattern of omission unfortunately typifies the 20 reading series analyzed.

The comparative sexism/racism analysis was conducted in a series by series study (See Table 9) and revealed the uneveness of major character representation among various reading series in terms of male/female major characters and in representation by race. Patterns of omission of minorities, especially female minorities, was evident in the obvious underrepresentation of women.

The second question as to what extent does racial/ethnic minority sex stereotyping exist in reading series is answered by information provided in the following paragraphs.

For example, the Allyn and Bacon 1973 Pacing Edition Basal Reading Series (Sheldon) comprised of 329 stories was evaluated. There were 40 or 12% of the stories showing minority males and 10 stories or 3% showing minority females as major characters. The representation of the minority males in this series is one example of good inclusion of the male minority in comparison to the other 19 reading series. However, the minority female was underrepresented

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in this series since they were included in only 10 stories or 3% of the time as major characters.

Two other series which show significant lack of both racial balance and female representation are the J.B. Lippincott Company Basic Reading Series, 1975 edition and the Reader's Digest Services, Inc., Reading Skill Builder Series, 1959-68. The J.B. Lippincott Company Basic Reading Series, 1975 edition showed a total of 130 stories evaluated. There were 12 stories or 9% showing minority males as major characters and 3 stories or 2% showing minority females as major characters. There were no stories in the category of Other. The minority female was underrepresented in this series. See Table 5.

The Reader's Digest Services, Inc., Reading Skill Builder Series, 1959-68 was evaluated and 585 stories were analyzed from grades 1-10. There were 20 stories or 3% of the total number of stories which featured minority people. There were 16 stories or 3% showing males as major characters and 2 stories or less than 1% showing females as major characters. There were 2 stories showing minorities in the category of Other or less than 1%.

Male and female minorities should be equally represented in all 20 of these series and a fair balance maintained in terms of major character roles. However, the researcher found a greatly skewed division of stories which cast the minority male in an adequate number of major character roles (9%) for the entire 20 series and the minority female in a disproportionately few major character roles (2%). According to the Census Bureau figures which reveal an approximate 16% minority population in the U.S. we should see 8% of the stories

TABLE #5

SERIES PROFILE

	BLACK			NATIVE AMERICAN			MEXICAN			PUERTO RICAN			CHINESE			JAPANESE			FILIPINO			OTHER			TOTAL SERIES PROFILE		
Allyn & Bacon 1973 Pacing Edition	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0
	19	5	0	3	1	1	7	0	0	1	0	0	1	1	0	1	3	0	0	0	0	8	0	1	40	10	2
																									12%	3%	1%
																									Total Stories		329
J.B. Lippincott Basic Reading McCracken 1975	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0
	9	2	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	12	3	0
																									9%	2%	0%
																									Total Stories		130
Reader's Digest Services Incorporated 1959-68	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0	M	F	0
	4	0	0	3	0	0	2	0	2	0	0	0	1	1	0	3	1	0	0	0	0	3	0	0	16	2	2
																									3%	-%	-%
																									Total Stories		585

Key:

M=Male
F=Female
O=Other--Science, Neuter Animals, Entire Race of People, Boys & Girls Shown Equally

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about male major characters and 8% of the stories about female major characters.

The series profiles which follow show minorities by sex and race as depicted in reading series utilized throughout the U.S. by our children. (See Table 9)

HIGH INTEREST LOW READING LEVEL TEXTS

The high interest low reading level texts provided shocking findings relative to minorities. These materials are designed for children who have reading problems and are comprised of stories which focus on the interest level of students in the 4-5-6 grades. Four of these series were analyzed, the Cowboy Sam, Dan Frontier, Sailor Jack and Tom Logan readers. There were no male or female minority people shown as major characters. Yet, many of our minority students have reading problems and have a special need for reading materials that are interesting yet written at a level that is less difficult. Minority boys and girls will never see themselves in a leadership role in these series nor do Anglo children view minorities in leadership roles when they read these series. How can minority children identify with characters in these series when the characters are so unreal to them?

RACIAL STEREOTYPING

Career role models for minorities showed some interesting racial stereotyping for minorities. For example, the Native American male is continuously cast in the archaic role of Indian

brave, medicine man, or chief. It is paradoxical that the Native American male is portrayed in this role 113 times. A student would have to surmise that this is their major career role even today after reading these stories. U.S. children see our First Americans in their career role of two hundred years ago. The reading series are remiss in advancing them to the twentieth century. While the career role of brave is historically quite important, what are Native American children learning about themselves and what are children of other races learning about Native Americans today? Native American Indians need to be protrayed in contemporary roles which show them in current life styles providing leadership and performing other necessary tasks in our communities.

The Native American female is almost totally excluded since she appears as a major character in only 21 stories out of a total of 5,242.

The Asian Americans are also victims of antiquity. They are frequently cast in career roles which depict another country and life styles which perpetuate a concept of Asian Americans several centuries in the past. Historical works are important; but so are stories responsive to current life styles of Asian Americans.

MOTHER ROLE

Another startling finding resulting from this study was the number of times or the frequency with which the minority female was cast in the Mother career role. Minority females were shown in 212 career roles out of a total of 4,802 career roles for all races,

male and female. Yet, of the 212 times minority women were shown in career roles they were cast in the role of mother 162 times. This means that 76% of the time minority females were shown in this model role. The role of mother is important and should be represented as should the father role for boys.

The adult females were shown as pleasant hard working mothers. Their sex-dictated domestic assignments of cooking, housekeeping, washing dishes, ironing, sweeping, mending, baking bread are endlessly repeated in these stories. Few mothers were shown as scholars, decision makers, problem solvers, "competent house managers". Few were shown combining home and career.

Mother should be depicted as an intelligent, and capable person in these series rather than the bewildered non-coping individual that is shown. In reality, women are mothers plus career people, just as males are fathers and career people. The reading series are remiss in reflecting present society, popular life-styles and career choices.

TECHNIQUES WHICH MASK THE TRUE REPRESENTATION OF MINORITIES

An example of this technique was to feature a full page photograph of a minority person with perhaps a poem. The poem had no relationship whatsoever to the minority person in numerous instances. These illustrations were simply props for parents, teachers and evaluators of reading series to make it appear as if some consideration was being given to minority people in reading series. Evaluators frequently flip through the texts and

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look at the illustrations and perhaps the teachers edition. Evaluators of reading textbooks need to read the entire collection of stories contained in a total series from first grade through eighth or tenth in order to assess the impact this series will have on its readers over a period of years. Piecemeal grade level evaluations by individual teachers diminishes their perception of the total quality of story content and the values which are generated in a series. In addition, parents and teachers need to read and evaluate these stories. It is important that parents find out what they are purchasing for their children, for their boys and for their girls.

Another device employed by publishers to increase the number of minorities represented is the fact sheet. Fact sheets are brief paragraphs plus photographs showing individuals of outstanding merit. These brief information capsules provide a sketch of the person's history and accomplishments. These fact sheets provide publishers a means of depicting minority persons in reading series yet this de facto exclusion from actual major character participation in stories continues.

SUMMARY

Publishers have responded to these facts on racism and sexism in reading materials currently in use with the statement that the "new" series have improved in terms of sex stereotyping and racial stereotyping and will replace the older series. With one exception, the newer editions which have been evaluated in this study show little improvement in terms of representation of minorities or women. As for the replacement of old series with the newer edition, this is

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not quite a reality since the older editions remain in the district and in classrooms as supplementary texts for 10-15 years.

Perhaps the hardcover texts have too long a life span. The newer editions seem to generate the same stereotypes and the same limitations for all races. In terms of females, they are extremely damaging. As Irvin Child stated in his 1946 study on children's reading textbooks:

> "There can be no excuse for this greater attention to males in the claim that males have achieved more in society and hence there is more to write about them. These stories are, with few exceptions, not about individuals of outstanding achievement but simply about the life of everday people. The implication of this difference for a girl is that being female is a pretty bad thing, that the only people even in everyday life who are worth writing about or reading about are boys and men. If the content of these readers is typical of other social influences, small wonder that girls might develop for this reason alone an inferiority complex about their sex."
>
> 8

We seem to be teaching racism and sexism in our public schools through reading series and other materials. It is packaged in a very potent unlabled container called the reading textbook. Five or six hours a day for a thousand hours each school year our children are being exposed to materials which limit the potential of some minority males and all of the minority females.

Since these texts appear to be racist and sexist they should be labeled "Dangerous, May Be Hazardous to Your Future." Other

caustic materials are labeled by law to protect the purchaser if hazards are inherent in the product. However, no such protective labeling appears on textbooks and reading series. In fact, the consumer must use these materials by law, purchased with tax dollars, for 10 or more years. The deleterious contents are gradually imparted to the happy unsuspecting neophyte citizens sent to school where they learn or are programmed to "know their place". One series which in my view, offers several examples of rather negative imagery of minorities and women and perpetuates racist sexist attitudes is The Economy Company, Keys to Reading series, published in 1972-74.

If we are going to deal with the intrinsically linked issues of racism and sexism we need to understand them and then analyze their origin. For until we understand where sexism and racism come from we will not know how to diminish these issues. A plausible solution requires an attack on the fundamental causes and perpetuation of racism and sexism in U.S. society. It appears as if we are actually teaching racism and sexism in our public schools via the reading series. We are subtly endorsing racism and sexism and their inherent limitations simply because of ignorance and lack of awareness of their existence in such common educational tools as reading textbooks. Until publishers, parents and teachers become aware of this hazard and elect to take immediate steps to eliminate it by substantive revision of all reading series then it will continue ad infinitum.

It is regrettable that even under the law, publishers will still be permitted to exclude, stereotype, and demean our youngest citizens

by sexist statements and story content. When Congress passed the Education Act Amendments of 1972, it included one section which prohibited discrimination by sex in educational institutions. The section that deals with sex discrimination is known as Title Nine. During June, 1974 the Department of Health, Education and Welfare generated official regulations to govern the enforcement of the sex discrimination section. Yet, one original provision requiring schools to re-evaluate all of their textbooks in order to expunge "sexist" statements was dropped because HEW feared that such a provision would conflict with First Amendment Guarantees of free press and speech.

Apparently publishers have more power and influence than the approximately 35 million public school children who will be influenced by publishers materials. Therefore, publishers will continue to have the right under the law to produce reading materials for public consumption which limit and demean our girls and women of all races. What about the rights of 51% of our population to see themselves fairly represented in educational materials as competent capable human beings?

The only apparent recourse parents and school districts now have is to apply economic sanctions and refuse to purchase curriculum materials which are either sexist and/or racist.

The shackles of sexism/racism will never be broken if we do not free our children from materials which teach sexism and racism; which condition and program all boys and girls for their pre-ordained, sex-dictated, race-dictated life styles and career roles.

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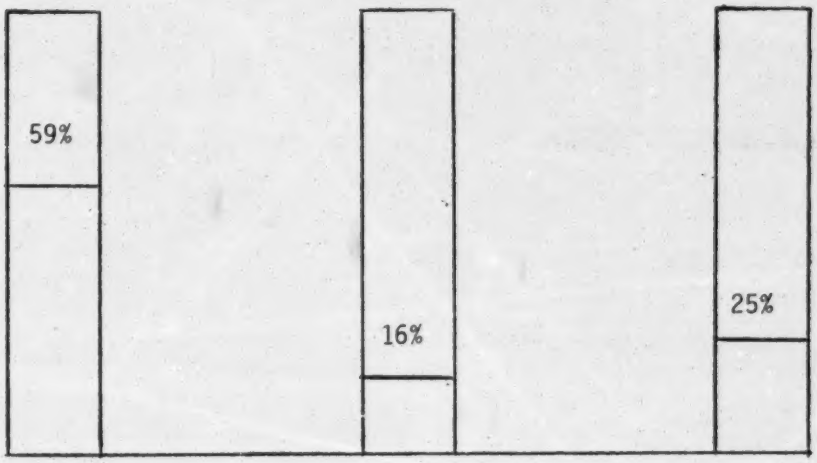
TABLES

Table 1

Stories Depicting Male or Female Major Characters of All Races in Reading Materials for Grades 1-10

N=5242

MALE	FEMALE	OTHER
n=3091	n=816	n=1335



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Racism/Sexism Reading Series

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Table 2

Stories Depicting Male or Female Major Characters By Race And Ethnic Grouping In Reading Materials For Grades 1-10

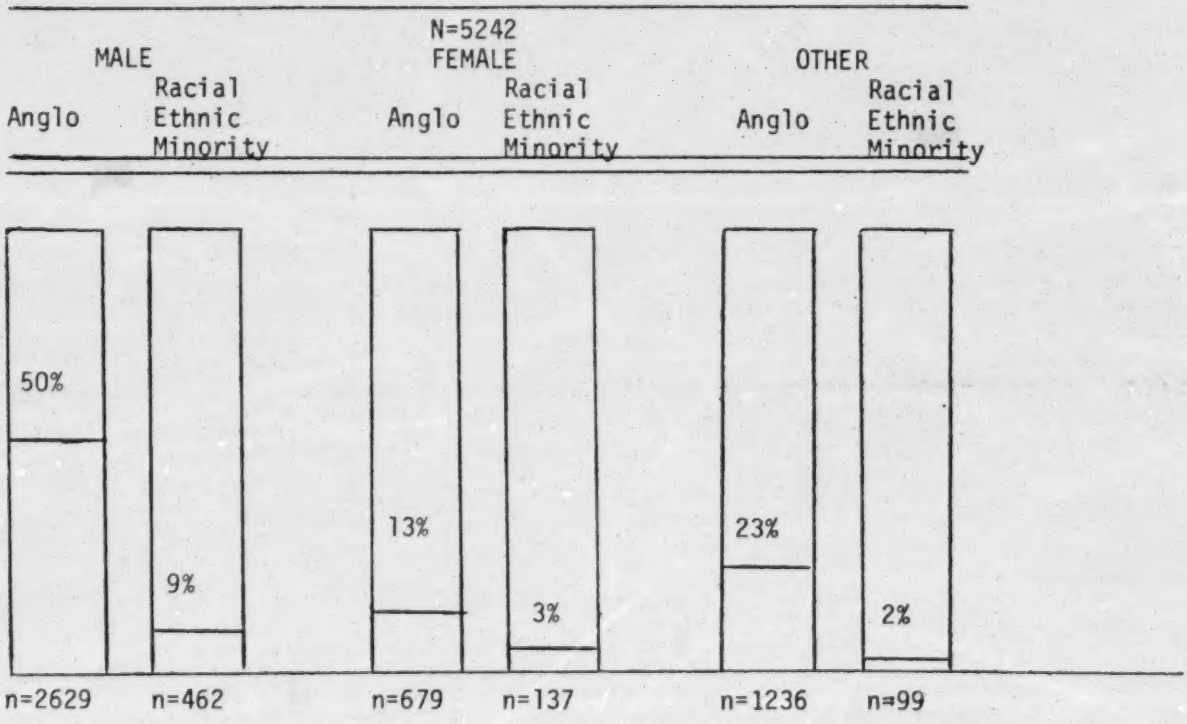

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Table 4

Frequency Of Occurrence Of Career Role Models Shown By Race And Ethnic Grouping In Reading Materials For Grades 1-10

N=4802

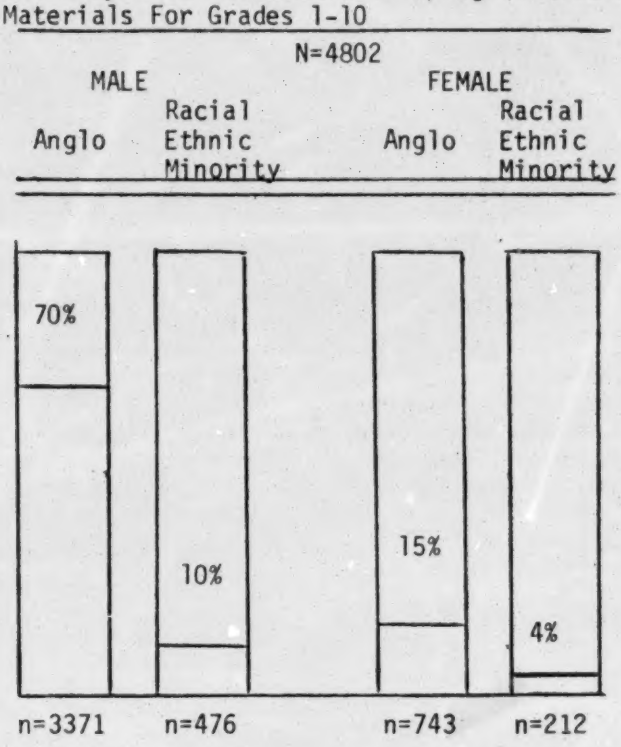

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Table 6

Stories Depicting Anglo Male or Female Major Characters in Reading Materials for Grades 1-10

N=4544

MALE	FEMALE	OTHER
n=2629	n=679	n=1236

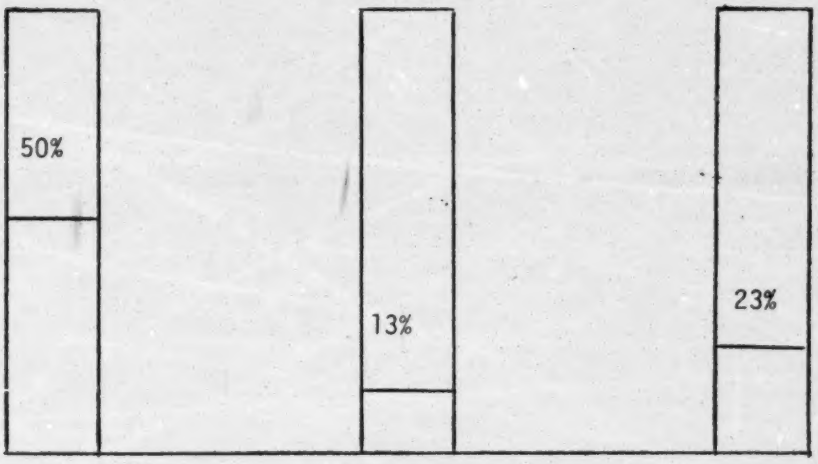

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Table 7

Stories Depicting Racial And Ethnic Minority Males And Females As Major Characters In Reading Materials In Grades 1-10

N=698

MALE	FEMALE	OTHER
n=462	n=137	n=98

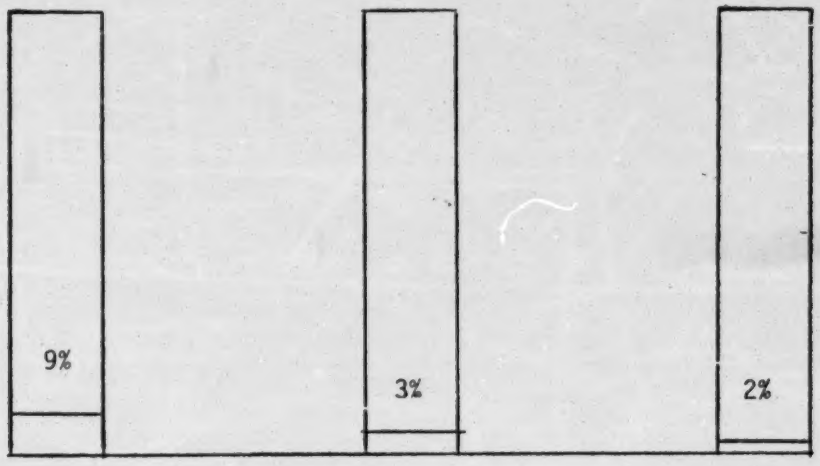

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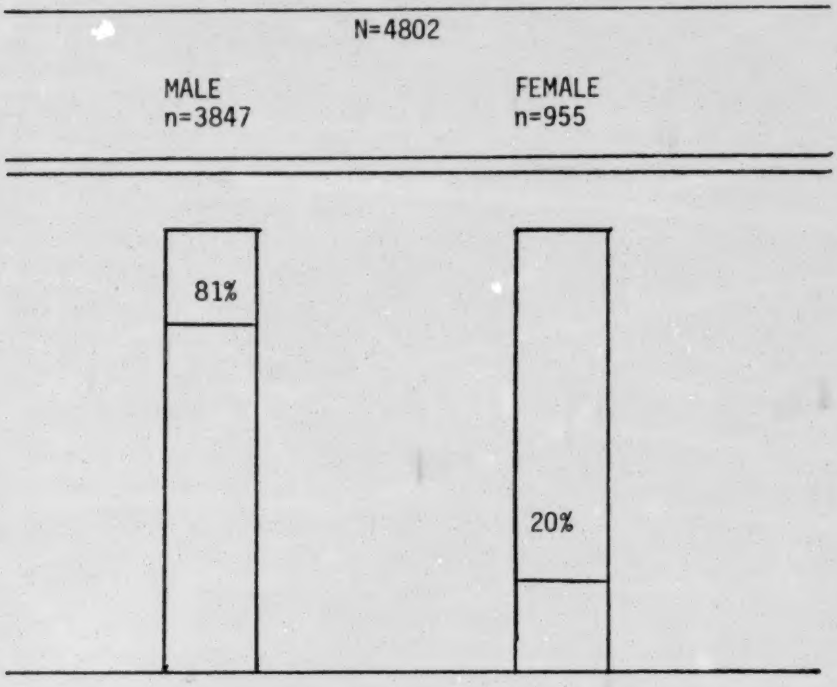
Table 8

Frequency Of Occurrence Of Career Role Models Shown
For All Races In Reading Materials For Grades 1-10

N=4802



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RACISM AND SEXISM IN READING SERIES READING SERIES PROFILES

Table #

Minority Majory Character Representation

SERIES TITLE	Black			Native American			Mexican			Puerto Rican			Chinese			Japanese			Filipino			Other			Series Profile			Racial Minority Stories
	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	M	F	O	
Allyn/Bacon 1968	26	5	17	21	2	1	6	1	2	0	0	0	1	6	3	3	1	2	0	0	0	24	0	3	81	15	28	Min 124
																									19%	3%	7%	
Cowboy Sam 1953-64	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Dan Frontier	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Sailor Jack 1960	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Tom Logan 1966-71	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Phonetic Keys 1967	0	0	0	7	4	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	7	5	0	Min 12
																									2%	2%	0	
Keys/Reading Economy 1972-74	22	17	2	8	3	1	3	0	0	0	0	0	1	2	0	1	1	0	0	0	0	9	4	1	44	27	4	Min 75
																									10%	6%	-1%	
Ginn 360 1969	29	6	4	6	1	0	4	0	0	1	0	0	0	0	0	1	1	0	2	0	0	3	0	0	46	8	4	Min 58
																									17%	3%	18%	
Sounds of Lang 1966	5	0	1	4	0	2	2	0	0	0	0	0	0	0	0	0	0	1	0	0	0	6	0	5	17	0	9	Min 26
																									15%	0%	6%	
ita 1964-66	3	0	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	7	0	2	Min 9
																									10%	0%	2%	
Lyons/Carnahan 1972	27	7	8	3	4	0	5	0	0	1	0	0	4	2	1	2	0	0	1	0	0	4	0	0	47	13	9	Min 69
																									12%	3%	2%	
Macmillan 1965	2	1	1	3	2	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	2	0	0	9	4	1	Min 14
																									2%	1%	-%	
Bankstreet 1966	28	8	8	1	0	0	5	4	0	0	0	2	0	1	0	0	0	0	0	0	0	1	0	1	35	15	11	Min 61
																									18%	8%	6%	
Open Court 1967	7	1	2	9	3	10	3	0	0	0	0	0	3	0	3	2	0	0	0	0	0	1	0	0	25	4	15	Min 44
																									5%	1%	3%	
Readers Digest 1959-68	4	0	0	3	0	0	2	0	2	0	0	0	1	1	0	3	1	0	0	0	0	3	0	0	16	2	2	Min 20
																									3%	-%	-%	
SRA Basic Read 1970	6	2	1	1	0	0	0	1	0	0	0	0	1	1	0	0	0	0	1	0	0	1	0	1	10	4	2	Min 16
																									2%	1%	-%	
Scott Foresman 1965	16	14	9	3	0	0	4	2	0	0	1	0	3	0	0	3	1	0	0	0	0	4	2	0	33	20	9	Min 62
																									9%	5%	2%	
Allyn/Bacon 1973 Sheldon	19	5	0	3	1	1	7	0	0	1	0	0	1	1	0	1	3	0	0	0	0	8	0	1	40	10	2	Min 52
																									12%	3%	-1%	
Lippincott Basic Read 1975	9	2	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	12	3	0	Min 15
																									9%	2%	0%	
Scott Foresman Reading System 1971-72	23	4	1	2	0	0	2	3	0	0	0	0	2	0	0	1	0	0	0	0	0	3	0	0	33	7	1	Min 41
																									17%	5%	1%	
Total Major Characters	226	72	56	75	21	15	46	11	4	3	3	2	22	15	7	17	9	3	4	0	0	69	6	12	462	137	99	Min 698
																									9%	3%	2%	
% of Total Stories in 20 Different Reading Series	7% N=354			2% N=111			1% N=61			-1% N=8			-1% N=44			-1% N=29			-1% N=4			2% N=87			N=5,242			

Key:

M=Male
F=Female
O=Other--Science, Neuter Animals, Entire Race of People, Boys & Girls Shown Equally

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Racism/Sexism Reading Series